
**Safe School Plan Implementation Grant
Request for Application (RFA)**

March 7, 2001

The School/Law Enforcement Partnership Program
A Collaboration between the
Department of Education
and the
Office of the Attorney General

Safe School Plan Implementation Grant

Education Code section 35294 (Senate Bill 187, Hughes, Chapter 736, Statutes of 1997) directs schools to develop a comprehensive school safety plan by coordinating with school personnel, parents, students, and local law enforcement representatives when developing site-based safe school plans. Schools are asked to integrate their safe school plan with other school improvement activities to prevent or reduce violence and provide or maintain a high level of safety conducive to learning.

This Section encourages schoolsite councils or safe school planning committees to utilize the School/Law Enforcement Partnership document, *Safe Schools: A Planning Guide for Action* (1995), as a resource to develop, implement, and assess the comprehensive safe school plan. A schoolsite council or safe school planning committee is required to unify existing statutes that relate to school safety under their comprehensive safe school plan, including crisis response or disaster preparedness documents; child abuse reporting procedures; sexual harassment policies; school discipline materials; suspension, expulsion, or referral policies; school dress code policies; staff notification procedures for 'dangerous pupils' and the California Safe School Assessment

However, to be eligible for a Safe School Plan Implementation Grant, Applicants must submit an *action or implementation plan* with their application. For the purposes of this grant, applicants must submit only a safe school *action or implementation plan* that addresses each of the four components as described in the School/Law Enforcement Partnership document, *Safe Schools: A Planning Guide for Action**. Please refer to the end of this application for suggestions for integrating the required policies and documents listed above into the safe school *action or implementation plan*. (More details on the similarities and differences in the comprehensive school safety plan required under *Education Code* section 35294 and the safe school implementation plan described in *Safe Schools: A Planning Guide for Action* can be found in the accompanying document, *School Safety: Addendum to Safe Schools: A Planning Guide for Action*.)

Education Code section 35294.5 provides that implementation funding will be awarded to selected schools that have an existing comprehensive safe school plan that meets the competitive criteria for this grant. These plans must: (1) identify comprehensive approaches to campus, student, and staff safety as exemplified in the four components of the School/Law Enforcement Partnership planning document, *Safe Schools: A Planning Guide for Action*; (2) demonstrate how the school's vision incorporates school safety; (3) include the assessment of incidents of recent school crime, areas of desired change, and expected, measurable outcomes; and (4) show a collaboratively designed action plan for implementing site-appropriate safety programs and strategies, including the expected fiscal impact for executing them.

Safe School Plan Implementation Grants are awarded to individual, eligible schools to implement an existing school site plan that provides for or maintains staff, student, and campus safety. Grants will be awarded to the highest scoring elementary, middle/junior high, and high

* *Safe Schools: A Planning Guide for Action* recognizes that school safety, in broad sense, addresses the following four components: (1) *Personal Characteristics of Students and Staff* which are the experiences of students, teachers, administrators, and other personnel in the school; (2) *The School's Physical Environment* which is the physical setting and conditions of the school; (3) *The School's Social Environment* which is the leadership and organizational processes of the school; and (4) *The School's Culture* which is the general atmosphere or spirit of the school. (This document is available from the California Department of Education, Bureau of Publication Sales at (916) 445-1260, or can be ordered with the form enclosed with this application package.)

schools according to the analytical and overall rating criteria outlined in this application package.

An “eligible school,” for the purposes of this grant application, is a K-12 California public school operated by a school district. The applicant school must have an individual, unique county/district/school (CDS) code on file with the California Department of Education and published in the current *California Public School Directory*. **County-operated programs and adult schools are not eligible under the provisions of this grant program. Charter Schools using the new funding model are not eligible for this grant program.**

For the purposes of this grant application, “local law enforcement agencies” may include local police departments, sheriffs’ departments, school district police or security departments, probation departments, and district attorney offices. The required signature from the law enforcement representative on the grant application cover sheet and the assurance page should be from the law enforcement representative directly involved in developing and implementing the safe school planning process.

The number of schools applying from a single district is not limited. However, to ensure statewide distribution, the School/Law Enforcement Partnership may consider geographic representation in its final selection of grantees. All eligible schools may apply for the 2000-01 funds, including: (1) those that have been awarded funding in previous years; (2) those that were unsuccessful in previous years; and (3) those schools that have never before applied. **Funding will not be awarded to supplant or maintain pre-existing school functions or programs.**

For additional information, please contact Steve Schwendimann at (916) 323-5277 in the Safe Schools and Violence Prevention Office of the California Department of Education or Arlene Shea in the Crime and Violence Prevention Center of the Office of the Attorney General at (916) 327-9722.

Enclosures (10):

Application Instructions

Application Checklist

Drug-Free Workplace Certification

Grant Application

Rating Criteria

Four-component safe school plan implementation model

CDE order form for *Safe Schools: A Planning Guide for Action* (1995)

Cover Letter for *School Safety: Addendum to Safe Schools: A Planning Guide for Action*
School Safety: Addendum to Safe Schools: A Planning Guide for Action (1998)

SAFE SCHOOL PLAN IMPLEMENTATION GRANT
APPLICATION INSTRUCTIONS
Fiscal Year 2000-2001

TECHNICAL REQUIREMENTS: Applications that do not meet the following technical requirements WILL BE DISQUALIFIED.

1. Application deadline is 5:00 p.m., Wednesday, April 25, 2001. Applications received after 5:00 p.m., Wednesday, April 25, 2001 will not be considered. Applications post-marked before yet received after the application deadline will not be considered. Faxed applications will not be accepted. Applications must be mailed or hand delivered to:

Steve Schwendimann
Safe Schools and Violence Prevention Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814

2. **One signed original and three (3) copies of the grant application must be submitted.** The Safe Schools and Violence Prevention Office and the Crime and Violence Prevention Center will not photocopy documents to meet this requirement after the grant application has been submitted. Late items will not be added. Incomplete applications will not be considered. Applications must be unique to each school site. "Cookie cutter" applications submitted by districts for multiple school sites will be disqualified. A "Cookie cutter" application is an application for funding that has been prepared using a template or boilerplate.
3. **The application must be accompanied by four (4) copies of the current school-based, safe school action or implementation plan that specifically addresses comprehensive school safety.** The original application and each of the three copies must include corresponding copies of the safe school action or implementation plan. The sample plan attached to this application package is taken from *Safe Schools: A Planning Guide for Action (1995)*. Applications that attach exact photocopies of this state model to represent their school's safety plan will not be considered. Applications that attach anything other than the comprehensive safe school plan will not be considered. For example, a student handbook or the district's emergency preparedness plan will not be accepted. *Countywide safe school plans will also not be considered. Districtwide safe school plans will not be accepted except from single-school districts.*
4. **The application cover sheet must be completed.** Applicants must indicate the county/ district/ school (CDS) code, and must have original signatures from the school principal, district superintendent, law enforcement representative, and a student representative. Applications which do not have all of the necessary signatures will be disqualified.

5. **The application's assurance page must clearly identify the applicant school and must be signed by the school principal, district superintendent, and the law enforcement representative.** Signatures of appropriate representatives validate the responsible education and law enforcement entities' support of the school's grant proposal.
6. **The application narrative must be confined to the space provided.** Applications must be printed and readable. It is permissible to reproduce this application on a personal computer, but the original format must be maintained. The typeface or font used to complete this application may not be smaller than the 12-point typeface used in this sentence. One inch margins must be maintained.
7. **The application and each copy must be stapled in the top left corner.** Do not use binders, covers, flat folders, or sleeves. Do not include cover letters, brochures, or presentation aids.
8. **The applicant must submit a signed and completed Drugfree Workplace Certification.** This document must be attached to the original grant application, yet need not be attached to the three copies.

REVIEW AND SELECTIONS TIMELINE

Safe Schools Plan Implementation Grant Application
announced to Districts and Principals

March 7, 2001

Letter of Intent to Apply due

April 12, 2001

Proposal due to the Safe Schools and Violence Prevention Office

April 25, 2001

Application Review and Selection

May 9-11, 2001

Results posted on the web
(<http://www.cde.ca.gov/spbranch/safety>)

May 25, 2001

Notification of Grant Awards Mailed

May 25, 2001

Grant Period Begins

June 15, 2001

Grant Period Ends

June 14, 2003

**Letter of Intent
To Submit an Application**

For

☐ Comprehensive Conflict Resolution/Youth Mediation Program

☐ Safe School Plan Implementation Grant Program

We intend to submit an application as indicated above by the application deadline of **April 25, 2001**.

District _____ CDS Code _____

School Name _____ Telephone () _____

Address _____ City _____ Zip _____

School Site Coordinator _____ E-Mail _____
(For Conflict Resolution/Youth Mediation Grant)

Principal _____ Fax _____

Mail or fax this Letter of Intent by April 12, 2001 to:

Safe Schools and Violence Prevention Office

660 J Street, Suite 400
Sacramento, CA 95814
FAX: (916) 323-6061

IF YOU MAIL THE LETTER OF INTENT, DO NOT FAX IT!

School/Law Enforcement Partnership
Safe School Plan Implementation Grant Program

FY 2000-2001

Application Checklist


- _____ One signed grant application and three (3) copies
- _____ Four (4) copies of the school-based safe school implementation plan; one attached to the original and each of the three copies
- _____ Application cover sheet is completed containing all of the proper signatures and the school's individual CDS code
- _____ Assurance page clearly identifies the school and includes signatures from the district superintendent, school principal, and law enforcement representative
- _____ Application and copies stapled in the top left corner
- _____ Signed and completed Drugfree Workplace Certification

DRUG-FREE WORKPLACE CERTIFICATION

STD. 21 (REV. 12-93)

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the certification described below. I am fully aware that this certification, executed on the date below, is made under penalty of perjury under the laws of the State of California.

CONTRACTOR/BIDDER FIRM NAME	FEDERAL ID NUMBER
BY (Authorized Signature) 	DATE EXECUTED
PRINTED NAME AND TITLE OF PERSON SIGNING	TELEPHONE NUMBER (Include Area Code) ()
TITLE	
CONTRACTOR/BIDDER FIRM'S MAILING ADDRESS	

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
 - (a) The dangers of drug abuse in the workplace,
 - (b) The person's or organization's policy of maintaining a drug-free workplace,
 - (c) Any available counseling, rehabilitation and employee assistance programs, and
 - (d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - (a) Will receive a copy of the company's drug-free workplace policy statement, and
 - (b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.
4. At the election of the contractor or grantee, from and after the "Date Executed" and until _____^(DATE) (NOT TO EXCEED 36 MONTHS), the state will regard this certificate as valid for all contracts or grants entered into between the contractor or grantee and this state agency without requiring the contractor or grantee to provide a new and individual certificate for each contract or grant. If the contractor or grantee elects to fill in the blank date, then the terms and conditions of this certificate shall have the same force, meaning, effect and enforceability as if a certificate were separately, specifically, and individually provided for each contract or grant between the contractor or grantee and this state agency.

Please return the original and 3 copies of this grant application with the corresponding number of safe school implementation plans on or before 5:00p.m., Wednesday, April 25, 2001 to:

Steve Schwendimann
Safe Schools and Violence Prevention Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814

**Have the Safe School Plan
Development Committee members
attended a School/Law Enforcement
Partnership Safe Schools Training?**

YES ____ NO ____

If yes, which year? _____

PLEASE TYPE ALL INFORMATION

Please print or type all information

Safe School Plan Implementation Grant APPLICATION		Total Funds Requested: \$5,000.00											
Grant Period June 15, 2001 – June 14, 2003		Co. Code		District Code				School Code					
District													
School		Grade Level(s)											
School Address		City						Zip					
Principal's Name		Contact Person											
Principal's Signature		Telephone Number						Fax					
Certification: I certify that I have reviewed this grant application and will support its implementation when funded.													
Signature of District Superintendent		Printed Name						Date					
Signature of Law Enforcement Representative		Printed Name						Date					
Signature of Student Representative		Printed Name						Date					
California Department of Education Use Only Fiscal Year 2000/01 PCA-Index 23854-0410													
												Application Status	
Technical Requirement Review		Yes		No				Qualified for Review		_____			
Received by due date and time		_____		_____				Disqualified		_____			
Original and three copies		_____		_____									
Completed cover sheet/signatures		_____		_____									
Assurances complete/signatures		_____		_____									
Format/font/space requirements		_____		_____									
Drug-Free Workplace Cert.-State		_____		_____									
Attached safety plan (original and three)		_____		_____									

This application is also available in portable document format (PDF) at:
<http://www.cde.ca.gov/spbranch/safety/>

SAFE SCHOOL PLAN IMPLEMENTATION GRANT ASSURANCES

(MUST BE SUBMITTED WITH GRANT APPLICATION)

Original signatures of the school principal, school district superintendent, and the law enforcement representative are required for this application and certify that:

- ◆ The applicant school has developed and adopted a comprehensive, site-based safe school plan.
- ◆ The safe school planning team or committee used the School/Law Enforcement Partnership's document, *Safe Schools: A Planning Guide for Action (1995)*, as a resource during development of their school's plan and has incorporated the four components of safe school planning to develop and implement their action or implementation plan.
- ◆ The Safe school plan was developed and the application was written by members of the school's safe school plan team or committee and was not developed or written solely or in part by a contracted grant application writer.
- ◆ The funds made available through this grant will be used to implement an identified safety need of the safe school plan. These funds will not be used to supplant already existing school programs, will not serve as an alternative funding source for pre-existing positions or salaries, and will not be used for activities commonly performed as district maintenance and operations responsibilities.
- ◆ The safe school plan is part of the school's overall school improvement plan and was established by school site councils and/or committees that contain representatives who will be involved in the annual review and revision of the safe school plan.
- ◆ The school district and the applicant school agree to identify statistical data from the California Safe Schools Assessment (CSSA) to demonstrate the areas of need. In addition, the applicant school agrees to identify other relevant statistical data, such as principal referral rates, suspension/expulsion data, law enforcement reports, as well as staff, student, and parent surveys and other documentation used to establish the applicant school's assessment of safety needs.
- ◆ The school district and the applicant school agree to maintain fiscal and programmatic records and provide information to the California Department of Education as may be reasonably required for fiscal audit and program evaluation.
- ◆ If funded, the school will evaluate the implementation efforts and will summarize results in a report to be forwarded to Steve Schwendimann in the Safe Schools and Violence Prevention Office, 660 J Street, Suite 400, Sacramento, CA 95814. This report will be sent or faxed (916-323-6061) no later than July 14, 2003. (Funded applicants will receive an evaluation summary form with the grant award notification letter.)

Applicant School Name

School District

Signature of School Principal

Printed Name

Date

Signature of School District Superintendent

Printed Name

Date

Signature of Law Enforcement Representative

Printed Name

Date

Part 1. Safe School Planning Committee (5 points). Identify the members of your safe school plan development committee and their role or contribution in developing and implementing the plan. Describe how law enforcement, the community, school staff, parents, and students contributed to implementing this plan.

Part 2. School Vision (5 points). State your school's vision and describe its development, who was involved, and how it incorporates the goal of school safety.

Part 3. Safe Schools Assessment (10 points). Identify statistical data—particularly from the California Safe School Assessment—and other sources used to establish your school’s safety needs. Identify who aggregated and analyzed the data and identified the areas of desired change. Describe how this assessment supports the priorities and expected outcomes of the safe school plan.

Part 4. Areas of Desired Change (15 points). Describe your school’s safety needs and identify the prioritized areas for desired change. Discuss your school’s use of AB 1113 School Safety Block Grant funds and how the use of those funds impacts your school prioritized needs.

Part 5. Goals and Objectives (15 points). Identify your school's goals and *measurable* objectives for improving school safety. Discuss how they relate to each of the four components for comprehensive school safety addressed in *Safe Schools: A Planning Guide for Action* (1995). Describe how these goals and *measurable* objectives fulfill the areas of desired change. Discuss how these goals and objectives support a youth development approach to school safety.

Part 6. Safe School Planning (10 points). How are your goals and objectives aligned with your school's vision? What will your school look like after this project is underway? (Use the table on the next page to outline the proposed activities, timelines, and to identify the appointed person(s) for each task).

Implementation

Goals, Objectives and Activities

(Please Check)

Goal: _____

_____ 2001-2002

Objective: _____

_____ 2002-2003

[illegible]

This specific page may be duplicated to list the different goals and objectives.

Part 7. Evaluation (10 points). Identify who will be responsible for the mandatory evaluation for this grant. Describe how the goals and objectives will be measured and explain how the level of success will be determined.

Part 8a. Budget Justification (5 points). Correlate the budget with the activities, goals, and objectives. Will this grant provide start-up funds? Describe how this grant will provide enhanced school safety that otherwise would not be realized.

Part 8b. Budget Summary (5 points). Using the following breakdown, clearly identify how these grant funds will be used to implement the objectives and activities identified in your school's proposal.

A. Contracts for Services (include names, amounts, and dates of service)

B. District Matching Funds (include source and type of match, e.g., in-kind benefits, dollars)

<i>Object Code</i>	<i>Classifications</i>	<i>State Funds Requested</i>	<i>District Funds as Match</i>
1000-1999	Certificated Personnel Salaries	\$ _____	\$ _____
2000-2999	Classified Personnel Salaries	\$ _____	\$ _____
4300	Instructional Materials/Supplies	\$ _____	\$ _____
5100	Contracts for Services	\$ _____	\$ _____
	Other Operating Expenses	\$ _____	\$ _____
	Other Operating Expenses	\$ _____	\$ _____
	Total funds requested:	\$ <u>5,000</u>	\$ <u>5,000</u>
	Total implementation funds:	\$ <u>10,000</u>	

***Important Note:** District/school maintenance and operations responsibilities, e.g., asphaltting, lighting, and refurbishing facilities, are not allowable expenditures for these grant funds. Safe School Plan Implementation Grant funds are for safety measures above and beyond maintenance and operations responsibilities. No indirect costs may be charged to this grant, nor may grant funds be used for capital outlay or equipment.

Analytical Rating Criteria (80 points)

Part 1. Safe School Planning Committee (5 points)

- ♦ Identifies members of the committee, who they represent, and their role in *developing* and *implementing* the safe school plan
- ♦ Explains involvement by students, school staff, parents, law enforcement, and the community in *implementing* the plan

Part 2. School Vision (5 points)

- ♦ Describes the development and adoption of the school vision
- ♦ Includes who contributed to the development of the school vision
- ♦ Demonstrates how the school's vision incorporates the idea of school safety

Part 3. Safe Schools Assessment (10 points)

- ♦ Identifies statistical sources from school discipline and suspension/ expulsion data, truancy rates, police reports, and, particularly, California Safe School Assessment (CSSA) data.
- ♦ Identifies who aggregated and analyzed the information and identified safety needs and areas of desired change
- ♦ Describes how the assessment supports priorities and expected outcomes of the plan

Part 4. Areas of Desired Change (15 points)

- ♦ Based on the comprehensive assessment (part 3), applicant identifies and describes safety needs and proposed priorities for action. Applicant discusses impact of AB 1113 on proposed priorities.

Part 5. Goals and Objectives (15 points)

- ♦ Identifies goals and measurable objectives and explains how they relate to and support each of the four components of comprehensive school safety as identified in *Safe Schools: A Planning Guide for Action*
- ♦ Explains and illustrates how these goals and measurable objectives fulfill the areas of desired change
- ♦ Discuss how the goals and objectives support a youth development approach to school safety

Part 6. Safe School Planning (10 points)

- ♦ Describes how the goals and objectives are aligned with the school's vision
- ♦ Outlines proposed activities and timelines and identifies persons responsible
- ♦ Describes how the overall climate will improve after the plan is implemented

Part 7. Evaluation (10 points)

- ♦ Identifies the person or persons responsible for preparing and submitting the summary evaluation for this grant
- ♦ Describes how the goals and objectives will be measured
- ♦ Explains how the level of success will be determined

Part 8a. Budget Justification (5 points)

- ♦ Narrative correlates the budget to the stated goals, activities, and objectives
- ♦ Narrative describes the start-up of a new activity, or explains an enhancement effort

Part 8b. Budget Summary (5 points)

- ♦ Summary provides a clear description of how the grant funds will be used

Safe School Plan Implementation Grant FY 1998Overall Rating Criteria 2000-2001

Applicants will receive between 0 and 20 points for how well the application presents the ability and commitment to implement the safe school plan.

16-20	11-15	6-10	0- 5
<ul style="list-style-type: none"> ◆ The application presents an exceptional plan that is clear, concise, and responsive to all the requested elements. ◆ Each part of the application makes a convincing presentation and links needs, desired changes, goals, objectives, activities, outcomes, evaluation, and budget in a logical, meaningful way. ◆ The application demonstrates a very strong capacity and commitment to effectively implement a plan of action. ◆ The application clearly outlines the process of plan development and action strategies. It includes law enforcement, community members, students and parents as players and resources that support the design and execution of this plan. 	<ul style="list-style-type: none"> ◆ The application presents a clear, feasible plan that is responsive to nearly all of the requested elements. Most of the sections contain a convincing, logical presentation and include appropriate evidence. ◆ The application reflects a sound understanding of the school's needs and some evidence of the factors that led to the request for funding in the application. ◆ The application demonstrates a basic capacity to implement the school safety items proposed, and a fair commitment to the design proposed. ◆ The application references law enforcement, community and business, students and parents, but is not clear about the levels of participation. 	<ul style="list-style-type: none"> ◆ The application treats some of the requested elements in an incomplete or limited manner. Examples, evidence, and logical support are simple or superficial. ◆ The application reflects a basic understanding of each component, but fails to link the factors logically or sequentially. ◆ The application demonstrates questionable commitment to implement the strategies proposed. There is little or no evidence that, if funded, this school will support the plan for creating or improving campus safety. ◆ The application lacks cooperation and support from representatives outside the school setting. The plan shows little or no indication of input other than from the author of the proposal for funding. 	<ul style="list-style-type: none"> ◆ The application provides insufficient information on many or most of the requested elements. It presents incomplete or disconnected details, evidence, and reasoning, making it unclear as to how the grant will be used. ◆ The application reflects limited or superficial understanding of existing needs and resources, and how the elements of the safe school plan should be addressed in the application. ◆ The applicant does not demonstrate the capacity and/or commitment to implement a safe school plan. ◆ It is doubtful that this applicant school has a well-thought-out safe school plan ready for implementation at this time.

SAFE SCHOOL PLANNING

The following model for a safe school implementation plan is taken from *Safe Schools: A Planning Guide for Action* (1995). This model plan utilizes the four major components that schools should consider when they develop their plans, identify resources, and implement specific goals and *measurable* objectives. For the purposes of this grant application, schools must create an action or implementation plan based on the four components of safe school planning. When using this plan, schools should identify and describe their unique programs and projects which support each of the four components. Providing specific examples of programs or projects which are in place (or will be in place), and describing how they will be evaluated is important to help grant readers understand the school's commitment to school safety. Furthermore, applicants are encouraged to integrate the mandates of *Education Code* section 35294 within this action plan. Examples of where those mandates fit in this model are *italicized*. This grant application requires four copies of each applicant's original safe school implementation plan. **Do not return a photocopy of this model as your school's plan.**

MODEL SAFE SCHOOL PLAN

Component 1: Personal Characteristics of Students and Staff

(The experiences of students, teachers, administrators, and other personnel in the school)

<i>Safe School Subcomponents</i>	Planning Goal
Ethnic/cultural diversity of students	<p>The backgrounds of all students will be acknowledged, respected, and incorporated into the school curriculum and activities.</p> <p>Understanding of all students backgrounds will be incorporated in orientations and guidance programs.</p>
Life experiences of students and staff	<p>Social-service support systems will be coordinated with schools to provide needed services (e.g., food, clothing, shelter, protective services, parenting classes, support groups).</p> <p><i>Child abuse reporting policies will be discussed in annual staff training meetings.</i></p> <p>Curriculum and special programs will be designed and modified to address issues relevant to the student body (e.g., gangs, drugs, family structures).</p> <p>The unique talents and gifts of students and staff will be recognized, and efforts will be made to enable people to share those gifts and talents in school programs and committees.</p>
Staff expertise/diversity	<p>Staff members with diversified expertise who represent, in proportion, the gender and racial or ethnic backgrounds of the students will be recruited to work effectively with students.</p> <p>Staff will receive ongoing in-service training to meet the changing needs of the student body (e.g., training in conflict resolution, anger management, cultural awareness, ESL, alcohol, and other drug use prevention, and child abuse reporting requirements).</p>
Physical/health concerns	<p>Educational programs will be geared to specific health issues (e.g., nutrition, alcohol, and other drug use prevention).</p> <p>Schools will coordinate with community health services for prevention and intervention programs for students and their families.</p> <p>Schools will coordinate with mental health and alternative placement programs to ensure that severely emotionally disturbed (SED) students, or others who have difficulty adjusting to the student environment, receive appropriate educational services.</p>

Component 2: The School's Physical Environment
(The physical setting and conditions of the school)

<i>Safe School Subcomponents</i>	Planning Goal
School location	<p>The school, whether or not in close proximity to businesses and commercial centers, will be an integral part of the community through its role in interagency efforts and community activities.</p> <p>The school will seek the cooperation of nearby businesses to obtain information on possible student crimes and truancy. (Such cooperation discourages crime near school campuses—crimes that may affect the safety of persons on a campus.)</p> <p>The school will be alert to exposure to safety hazards, such as toxins or heavy traffic, from nearby commercial areas.</p>
School grounds	<p>The campus perimeter will be secure from criminal activity. The campus will be closed to outsiders, and access signs will be displayed prominently at entry points (PC § § 627.2, 627.6, and EC § 32211[e]). Vehicles will not have easy access to school grounds.</p> <p><i>Procedures for safe ingress to and egress from school will be outlined by school, law enforcement, and community representatives.</i></p> <p>Places for loitering will be limited; bathrooms will be patrolled; lockers will be visible for supervision; and appropriate lighting will be installed in hallways.</p> <p>Physical conditions that could lead to accidental harm (e.g., damaged fences or lights, broken glass) will be corrected promptly.</p> <p>When rehabilitating, relocating, or remodeling, schools will consider environmental design concepts that foster adequate supervision and promote physical safety.</p> <p>The school will have adequate fencing for swimming pools, proper protection against slipping in hallways and stairwells, adequate protection against falls from recreational equipment, and landscape designs that prevent students from climbing to dangerous heights.</p> <p>The school policy for dealing with vandalism will include procedures for painting over graffiti before students arrive on campus and for replacing broken windows immediately.</p>
School buildings and classrooms	<p>School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities.</p> <p>Classrooms will have an appropriate amount of space for student-teacher ratio and will be decorated in an interesting manner.</p>
Internal security procedures	<p>Standard incident reporting procedures will be in place.</p> <p>Valuables and equipment will be inventoried properly, engraved for identification, and stored securely.</p> <p>Campus security personnel will receive appropriate training coordinated with law enforcement agencies. (e.g., on days when teachers are receiving staff development activities).</p>

Component 2: The School's Physical Environment *(continued)*

<i>Safe School Subcomponents</i>	Planning Goal
Internal Security	<p>Parents and volunteers will be recruited and trained as monitors.</p> <p>The community will use the school during off hours.</p> <p>The school and community will collaborate on crime prevention efforts.</p> <p><i>A crisis response plan will identify procedures to follow during (1) human emergencies, such as bomb threats, death of a student, suicide pacts, weapons on campus, and riots; and (2) natural emergencies, such as fires, earthquakes, and other natural disasters.</i></p> <p>School or district risk managers will consider applying for safety credits through their self-insurance pool to help finance employee safety measures, purchase disaster supplies, or provide staff training on safety issues.</p> <p><i>Procedures for notifying teachers about dangerous pupils will be covered in annual staff training.</i></p>

<i>Safe School Subcomponents</i>	Planning Goal
Leadership	<p>Component 3: The School's Social Environment (The leadership and organizational processes of the school)</p> <p>The principal will provide strong leadership and a vision for school achievement, establish a positive style and tone, and set the direction for the school.</p> <p>The principal will facilitate shared decision making, involving the certificated and noncertificated staff, school police or security personnel, students, parents, and community members—particularly those members representing law enforcement and social service agencies.</p> <p>The principal will emphasize the importance of positive staff attitudes and treatment of students and parents; the principal will model and expect the staff to demonstrate responsiveness, respect, consideration, and sensitivity.</p> <p>The principal will be readily available to all members of the school community and will be highly visible on the campus and in classrooms.</p> <p>The principal will be actively involved in curricular matters and in establishing teams.</p>
Schoolsite management	<p>Students, parents, certificated and classified staff, and, where appropriate, representatives from the community, law enforcement agencies, and businesses will participate in goal-setting decision-making at the school level.</p> <p>Parents and representatives from businesses and law enforcement and community agencies will be actively engaged in the planning process for the school, whenever appropriate.</p>

Component 3: The School's Social Environment (continued)

<i>Safe School Subcomponents</i>	Planning Goal
	<p>A plan for the support of students, parents, and staff will be developed in a collaborative manner with representatives from law enforcement agencies, the community, private businesses, and the health professions.</p> <p>Services will be available to meet the needs of students and families.</p>
Classroom organization and structure	<p>Classroom conditions will provide an orderly learning environment, enhance the experience of learning, and promote positive interactions among students and staff. Curricula focusing on prevention will be developed to foster personal and social skills development. Topics will include responsible citizenship, appreciation of cultural diversity, choices, refusal skills, self-esteem, self-identity, emotional development, anger management, student responsibility, social expectations, decision making, career decisions, goal setting, effective communication, and effective relationships.</p> <p>Learning styles of students will be routinely assessed, and appropriate instructional strategies will be used to accommodate the varying styles that students bring to the classroom.</p> <p>Grouping and tracking by ability will be used sparingly and only for clearly defined educational objectives.</p> <p>Instructional time will be maximized; disruptions will be minimized.</p> <p>Students will be encouraged to work together on academic tasks through cooperative learning.</p> <p>Building positive relationships will be a schoolwide theme.</p> <p>Curricula will be designed to meet the diverse learning styles of students.</p> <p>Strategies and programs will be implemented to ensure that students are not permitted or able to victimize more vulnerable students.</p>
Discipline and consequences	<p>Consequences for violating behavioral and academic expectations will be fair and will be disseminated to and understood by students and staff.</p> <p>Staff members will respond fairly and consistently to violations, including disciplinary issues and criminal infractions.</p> <p>Policies and procedures will be established for reporting all criminal behavior on the school campus to the appropriate law enforcement agency.</p> <p>Disciplinary practices will be developed with the active participation of all certificated and noncertificated staff, will involve students in problem solving-situations, and will focus on the cause of the problems, not the symptoms.</p> <p>Discipline will be a developmental process aimed at changes in behavior and attitude and will not be merely a punitive reaction.</p> <p><i>District discipline policies will be posted, mailed to families, and discussed at staff meetings annually; district and schoolsite policies on mandatory suspension and expulsion will be distributed to all students and covered in annual staff development.</i></p>

Component 3: The School's Social Environment *(continued)*

<i>Safe School Subcomponents</i>	Planning Goal
	<p>Participation and partnerships will be purposely facilitated; students, parents, teachers, and community members will be involved in curriculum planning, training workshops, and other safe school planning and activities.</p> <p>Police and fire representatives and district or county risk managers will participate in safety reviews of the campus, make presentations to students and staff, and assist staff to respond more effectively to security and safety crises.</p> <p>A multidisciplinary approach will be encouraged; community support agencies, such as mental health, child protective services, and juvenile probation, will take an active part in school matters.</p> <p>Parents will be involved in decision making and policy formation; the home-school relationship will be positive.</p> <p>Students, staff, and parents will have a strong sense that what happens to the school is “my” concern.</p> <p>Parks and recreation department representatives will participate in planning and will cooperate with the school in providing after school recreation programs.</p>

Component 4: The School's Culture
(The general atmosphere or spirit of the school)

<i>Safe School Subcomponents</i>	Planning Goal
Affiliation and bonding	<p>Students and staff will feel physically and psychologically secure from physical and verbal attack.</p> <p><i>Procedures for employee screening in compliance with recent laws regarding fingerprinting will be in place.</i></p> <p>Students, parents, and staff will work together to ensure that strategies are in place to build a sense of community within the school so that all can feel pride in their school and feel that they are important members of the team.</p> <p>The dignity and heritage of each person will be affirmed and respected.</p> <p>Strategies will be implemented to break the code of silence among students and enable students to take responsibility for the safety of all by reporting weapons on campus or other threats to the health and welfare of all persons at school.</p> <p>Students and staff will be concerned about what happens to each other.</p> <p>Students and staff will accept ownership of conditions and events that happen at school.</p> <p>Students and staff will work together without favoritism.</p>

Component 4: The School's Culture (*continued*)

<i>Safe School Subcomponents</i>	Planning Goal
	<p><i>A district policy on sexual harassment will be reviewed, discussed, and posted in annual staff training meetings.</i></p> <p><i>A district and schoolsite dress code on gang-related apparel will be reviewed and discussed with both students and staff and posted.</i></p>
Behavioral expectations	<p>Expectations will be clearly stated and known to everyone.</p> <p>Adults will model respectful, positive behaviors when dealing with students.</p> <p>The entire school community will participate in developing behavioral expectations.</p> <p>The school will model high moral standards, send positive messages to students, and show that the school and community expect the best effort and performance from everyone.</p>
Academic expectations	<p>Learning and productivity will be valued, and success will be expected of everyone.</p> <p>Clear and positive academic expectations will be communicated to decrease the anxiety that occurs when academic standards are vague.</p> <p>Students and staff will want and expect class time to be used efficiently.</p>
Support and recognition	<p>Constructive, positive behavior will be given appropriate recognition.</p> <p>Positive behavior will be rewarded frequently and publicly when appropriate; rewards will be varied and personal.</p> <p>Students and staff will feel appreciated and will receive consistent feedback to reinforce those feelings and behaviors.</p>